



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2009
Code: 10291206
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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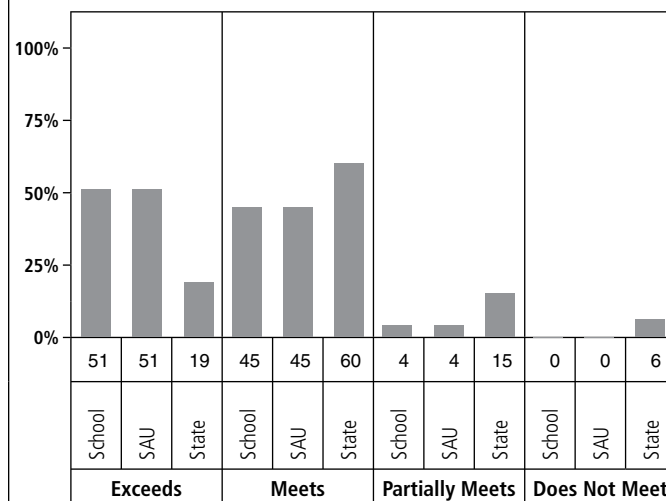
SUMMARY OF SCORES

Test Date: March 2009
 Grade: 7
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

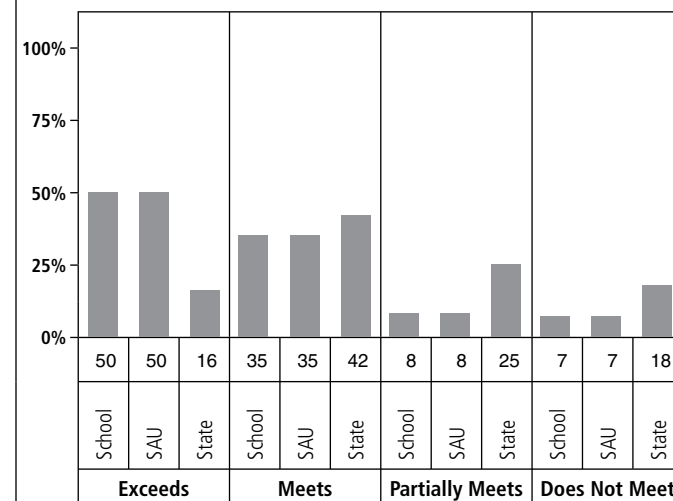
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	755	755	748
2007–2008	758	758	750
2008–2009	762	762	751
Cum. Avg.*	758	758	750
Mathematics			
2006–2007	754	754	742
2007–2008	756	756	743
2008–2009	759	759	745
Cum. Avg.*	756	756	743

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 7
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	131	100	131	100	14446	100	131	100	131	100	14316	99	131	100	131	100	14322	99						
Ethnicity African American/Black	5	4	5	4	432	3	5	100	5	100	416	97	5	100	5	100	421	98						
American Indian or Native Alaskan	0	0	0	0	124	1	0	0	0	0	121	98	0	0	0	0	122	99						
Asian or Pacific Islander	5	4	5	4	260	2	5	100	5	100	255	98	5	100	5	100	259	100						
Hispanic	1	1	1	1	147	1	1	100	1	100	144	99	1	100	1	100	144	99						
Caucasian/White	120	92	120	92	13483	93	120	100	120	100	13380	99	120	100	120	100	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	16	12	16	12	2428	17	16	100	16	100	2391	99	16	100	16	100	2391	99						
Current LEP	0	0	0	0	334	2	0	0	0	0	318	95	0	0	0	0	328	98						
Economically disadvantaged	4	3	4	3	5498	38	4	100	4	100	5431	99	4	100	4	100	5436	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	115	88	115	88	11742	81	115	88	115	88	11754	81						
Identified disability (PET/IEP)	1	1	1	1	367	3	1	1	1	1	365	3						
LEP	0	0	0	0	168	1	0	0	0	0	169	1						
504 plan	2	2	2	2	183	2	2	2	2	2	187	2						
Participation with accommodations	13	10	13	10	2367	16	13	10	13	10	2366	16						
Identified disability (PET/IEP)	12	92	12	92	1819	77	12	92	12	92	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	0	0	0	0	84	4	0	0	0	0	80	3						
Other	1	8	1	8	358	15	1	8	1	8	346	15						
Participation through alternate assessment (PAAP)	3	2	3	2	205	1	3	2	3	2	202	1						
Identified disability (PET/IEP)	3	100	3	100	205	100	3	100	3	100	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	33	0	0	0	0	0	32	0						
Non-participation – other	0	0	0	0	97	1	0	0	0	0	92	1						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 7
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	41	32	41	32	2630	18
	2007-2008	58	41	58	41	2604	18
	2008-2009	65	51	65	51	2618	19
	Cum. Total*	164	41	164	41	7852	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	72	55	72	55	7605	51
	2007-2008	65	46	65	46	8049	55
	2008-2009	58	45	58	45	8484	60
	Cum. Total*	195	49	195	49	24138	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	12	9	12	9	3000	20
	2007-2008	13	9	13	9	2672	18
	2008-2009	5	4	5	4	2108	15
	Cum. Total*	30	8	30	8	7780	18
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	5	4	5	4	1620	11
	2007-2008	6	4	6	4	1190	8
	2008-2009	0	0	0	0	899	6
	Cum. Total*	11	3	11	3	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	41.5	74.1	41.5	74.1	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	14.1	70.5	14.1	70.5	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	27.4	76.1	27.4	76.1	22.6	62.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	128	65	51	58	45	5	4	0	0	762	128	51	45	4	0	762	14109	19	60	15	6	751
Ethnicity																						
African American/Black	5	0	0	5	100	0	0	0	0	756	5	0	100	0	0	756	409	11	49	22	18	744
American Indian or Native Alaskan	0										0						117	12	53	19	16	746
Asian or Pacific Islander	5	2	40	3	60	0	0	0	0	764	5	40	60	0	0	764	253	24	59	11	6	753
Hispanic	1										1						142	14	56	17	13	747
Caucasian/White	117	63	54	50	43	4	3	0	0	763	117	54	43	3	0	763	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	9	69	4	31	0	0	746	13	0	69	31	0	746	2186	2	36	35	27	737
No	115	65	57	49	43	1	1	0	0	764	115	57	43	1	0	764	11923	22	65	11	3	754
Current LEP																						
Yes	0										0						311	4	41	29	26	739
No	128	65	51	58	45	5	4	0	0	762	128	51	45	4	0	762	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	4										4						5300	8	58	22	11	746
No	124	64	52	55	44	5	4	0	0	762	124	52	44	4	0	762	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	128	65	51	58	45	5	4	0	0	762	128	51	45	4	0	762	14101	19	60	15	6	751
Gender																						
Female	61	34	56	26	43	1	2	0	0	765	61	56	43	2	0	765	6993	24	61	11	4	754
Male	67	31	46	32	48	4	6	0	0	760	67	46	48	6	0	760	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1025	10	53	27	11	745
No	128	65	51	58	45	5	4	0	0	762	128	51	45	4	0	762	13084	19	61	14	6	752
Gifted/talented program																						
Yes	0										0						676	66	33	1	0	766
No	128	65	51	58	45	5	4	0	0	762	128	51	45	4	0	762	13433	16	61	16	7	750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 7
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights?																						
A. none	2	0	0	3	100	0	0	0	0	751	2	0	100	0	0	751	7	8	48	25	19	743
B. less than one hour	24	14	45	15	48	2	6	0	0	760	24	45	48	6	0	760	52	17	62	15	6	751
C. one to two hours	63	44	55	33	41	3	4	0	0	763	63	55	41	4	0	763	37	23	61	12	4	753
D. more than two hours	10	7	54	6	46	0	0	0	0	764	10	54	46	0	0	764	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	35	33	75	11	25	0	0	0	0	768	35	75	25	0	0	768	30	33	56	7	4	756
B. good	52	26	39	38	58	2	3	0	0	761	52	39	58	3	0	761	49	16	64	14	5	751
C. fair	13	5	29	9	53	3	18	0	0	754	13	29	53	18	0	754	19	5	59	26	10	745
D. poor	0										0						3	3	45	32	21	740
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	39	28	57	20	41	1	2	0	0	763	39	57	41	2	0	763	33	24	62	10	3	754
B. They match some of what I have learned.	52	31	47	31	47	4	6	0	0	761	52	47	47	6	0	761	52	18	62	15	5	751
C. They match just a little of what I have learned.	9	6	55	5	45	0	0	0	0	763	9	55	45	0	0	763	11	11	54	23	13	746
D. There is no match.	1	0	0	1	100	0	0	0	0	744	1	0	100	0	0	744	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	18	8	35	14	61	1	4	0	0	758	18	35	61	4	0	758	17	16	55	18	12	748
B. about the same as my regular schoolwork	66	43	51	39	46	3	4	0	0	762	66	51	46	4	0	762	65	19	62	14	5	752
C. easier than my regular schoolwork	16	14	70	5	25	1	5	0	0	767	16	70	25	5	0	767	17	22	60	13	5	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	5	1	17	4	67	1	17	0	0	753	5	17	67	17	0	753	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	59	36	48	35	47	4	5	0	0	761	59	48	47	5	0	761	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	36	27	59	19	41	0	0	0	0	765	36	59	41	0	0	765	38	28	60	9	3	756
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	40	27	53	21	41	3	6	0	0	762	40	53	41	6	0	762	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	54	34	49	33	48	2	3	0	0	762	54	49	48	3	0	762	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	6	4	50	4	50	0	0	0	0	761	6	50	50	0	0	761	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	24	15	50	14	47	1	3	0	0	762	24	50	47	3	0	762	21	27	57	11	5	755
B. 20 minutes to an hour	55	39	56	28	40	3	4	0	0	763	55	56	40	4	0	763	45	22	62	12	4	753
C. less than 20 minutes	14	9	50	9	50	0	0	0	0	761	14	50	50	0	0	761	13	13	61	17	8	749
D. I rarely read at home.	7	2	22	6	67	1	11	0	0	754	7	22	67	11	0	754	21	7	59	24	11	746
Optional school/SAU question																						
A.	50	1	100	0	0	0	0	0	0	766	50	100	0	0	0	766						
B.	50	1	100	0	0	0	0	0	0	780	50	100	0	0	0	780						
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 7
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	53	41	53	41	2142	14
	2007-2008	58	41	58	41	2028	14
	2008-2009	64	50	64	50	2220	16
	Cum. Total*	175	44	175	44	6390	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 742–760)	2006-2007	45	35	45	35	5642	38
	2007-2008	58	41	58	41	5703	39
	2008-2009	45	35	45	35	5879	42
	Cum. Total*	148	37	148	37	17224	40
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	24	18	24	18	4077	27
	2007-2008	12	8	12	8	3733	26
	2008-2009	10	8	10	8	3537	25
	Cum. Total*	46	12	46	12	11347	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	8	6	8	6	3001	20
	2007-2008	14	10	14	10	3054	21
	2008-2009	9	7	9	7	2484	18
	Cum. Total*	31	8	31	8	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	39.2	70.0	39.2	70.0	29.9	53.4
A. Number	14	25	9.7	69.3	9.7	69.3	7.7	55.0
B. Data	16	29	10.5	65.6	10.5	65.6	8.1	50.6
C. Geometry	12	21	9.0	75.0	9.0	75.0	6.9	57.5
D. Algebra	14	25	10.0	71.4	10.0	71.4	7.3	52.1

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	128	64	50	45	35	10	8	9	7	759	128	50	35	8	7	759	14120	16	42	25	18	745
Ethnicity																						
African American/Black	5	1	20	2	40	1	20	1	20	745	5	20	40	20	20	745	416	5	26	28	41	733
American Indian or Native Alaskan	0										0						119	8	30	31	30	737
Asian or Pacific Islander	5	2	40	1	20	1	20	1	20	756	5	40	20	20	20	756	258	25	43	19	13	750
Hispanic	1										1						142	8	39	23	30	739
Caucasian/White	117	61	52	42	36	8	7	6	5	760	117	52	36	7	5	760	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	4	31	1	8	8	62	729	13	0	31	8	62	729	2189	2	17	27	53	728
No	115	64	56	41	36	9	8	1	1	762	115	56	36	8	1	762	11931	18	46	25	11	748
Current LEP																						
Yes	0										0						323	4	20	28	48	729
No	128	64	50	45	35	10	8	9	7	759	128	50	35	8	7	759	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	4										4						5308	7	35	30	28	738
No	124	63	51	43	35	9	7	9	7	759	124	51	35	7	7	759	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	128	64	50	45	35	10	8	9	7	759	128	50	35	8	7	759	14112	16	42	25	18	745
Gender																						
Female	61	29	48	22	36	7	11	3	5	758	61	48	36	11	5	758	6992	16	43	25	16	745
Male	67	35	52	23	34	3	4	6	9	759	67	52	34	4	9	759	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1024	7	26	36	31	736
No	128	64	50	45	35	10	8	9	7	759	128	50	35	8	7	759	13096	16	43	24	17	745
Gifted/talented program																						
Yes	0										0						676	68	29	2	0	767
No	128	64	50	45	35	10	8	9	7	759	128	50	35	8	7	759	13444	13	42	26	18	744

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 7
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	1	33	0	0	2	67	727	2	0	33	0	67	727	7	6	30	28	36	735
B. less than one hour	24	18	58	8	26	2	6	3	10	760	24	58	26	6	10	760	52	16	42	25	17	745
C. one to two hours	63	39	49	31	39	6	8	4	5	759	63	49	39	8	5	759	37	18	44	24	14	747
D. more than two hours	10	7	54	5	38	1	8	0	0	761	10	54	38	8	0	761	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	36	40	87	6	13	0	0	0	0	771	36	87	13	0	0	771	26	35	43	12	9	754
B. good	38	21	43	22	45	4	8	2	4	757	38	43	45	8	4	757	46	13	48	25	15	745
C. fair	21	3	11	16	59	3	11	5	19	746	21	11	59	11	19	746	23	3	32	37	27	737
D. poor	5	0	0	1	17	3	50	2	33	732	5	0	17	50	33	732	5	1	22	37	40	731
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	31	31	78	8	20	1	3	0	0	769	31	78	20	3	0	769	26	23	43	20	13	749
B. They match some of what I have learned.	50	28	44	29	45	5	8	2	3	758	50	44	45	8	3	758	53	15	45	26	15	746
C. They match just a little of what I have learned.	16	5	25	8	40	4	20	3	15	749	16	25	40	20	15	749	17	9	35	32	24	740
D. There is no match.	3	0	0	0	0	0	0	4	100	715	3	0	0	0	100	715	4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	32	7	17	19	46	6	15	9	22	746	32	17	46	15	22	746	37	8	40	29	23	740
B. about the same as my regular schoolwork	43	25	46	25	46	4	7	0	0	759	43	46	46	7	0	759	51	16	44	25	15	746
C. easier than my regular schoolwork	25	31	97	1	3	0	0	0	0	774	25	97	3	0	0	774	12	41	35	13	11	755
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	40	21	41	21	41	6	12	3	6	757	40	41	41	12	6	757	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	54	41	59	19	28	4	6	5	7	760	54	59	28	6	7	760	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	6	2	25	5	63	0	0	1	13	755	6	25	63	0	13	755	5	14	27	25	34	738
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	9	4	36	4	36	0	0	3	27	752	9	36	36	0	27	752	8	8	30	29	33	737
B. 30–45 minutes	57	38	52	24	33	6	8	5	7	759	57	52	33	8	7	759	38	13	40	27	20	743
C. 45–60 minutes	32	22	54	16	39	3	7	0	0	762	32	54	39	7	0	762	42	20	45	23	12	748
D. more than 60 minutes	2	0	0	1	33	1	33	1	33	738	2	0	33	33	33	738	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	54	40	58	24	35	4	6	1	1	764	54	58	35	6	1	764	15	19	38	25	19	745
B. two or three days a week	30	19	49	14	36	4	10	2	5	758	30	49	36	10	5	758	31	18	42	24	16	746
C. two or three times a month	8	4	40	2	20	2	20	2	20	750	8	40	20	20	20	750	26	17	43	24	17	746
D. never or almost never	8	1	10	5	50	0	0	4	40	736	8	10	50	0	40	736	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	4	1	20	2	40	1	20	1	20	748	4	20	40	20	20	748	10	12	39	24	24	741
B. two or three days a week	13	6	38	9	56	1	6	0	0	757	13	38	56	6	0	757	22	13	43	26	18	744
C. two or three times each month	33	20	48	16	38	4	10	2	5	760	33	48	38	10	5	760	33	18	44	25	13	747
D. never or almost never	51	37	57	18	28	4	6	6	9	760	51	57	28	6	9	760	35	16	40	25	19	744
Optional school/SAU question																						
A.	50	0	0	1	100	0	0	0	0	746	50	0	100	0	0	746						
B.	50	1	100	0	0	0	0	0	0	780	50	100	0	0	0	780						
C.	0										0											
D.	0										0											

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